

2010/2011

EXPLORE[®]



Room Supervisor's Manual



INCLUDES

Instructions for Accommodated Testing

ACT[®]

Assistance from ACT

Read this manual carefully **before** administering EXPLORE. If you have questions about EXPLORE administration, call EXPLORE Customer Services at 800/553-6244, extension 1892, 8:30 A.M.–5:00 P.M., central time, Monday through Friday.

Visit ACT's website at **www.act.org**.

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

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Preparing for EXPLORE

This guide is designed to provide direction to you, the room supervisor, in administering the EXPLORE® test, including specific instructions and a script for conducting the test portion and optional verbal instructions for completion of the non-test, student information portion of EXPLORE. Please review these instructions thoroughly before the test day.

If you have questions concerning the procedures for administering EXPLORE, discuss them with your school's EXPLORE test supervisor. If needed, they may call EXPLORE Customer Services during regular office hours, 8:30 A.M.–5:00 P.M., central time, Monday through Friday, at 800/553-6244, extension 1892.

EXPLORE is a curriculum-based assessment program developed by ACT to help eighth and ninth graders develop a high school course plan that prepares them to achieve their post-high school goals. The EXPLORE tests are normed for eighth- and ninth-grade students who complete the tests under the standardized conditions described in this manual. By carefully following the procedures outlined in this manual, you will help ensure that all examinees have the same opportunity to demonstrate their competencies and that the scores your students receive are comparable to the scores attained by students in the norming group to which they will be compared.



Arrangements for Testing

Room Supervisor Qualifications

The EXPLORE test supervisor should confirm that the room supervisor meets all of the following criteria:

- Proficient in English.
- Experienced in testing and measurement.
- A staff member of the institution where the test administration will take place.

To protect both examinees and the supervisor from questions of possible conflict of interest, the following conditions should also be met. The room supervisor should:

- Not be a relative or guardian of an examinee in their assigned room.
- Not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.

Room Supervisor Responsibilities

The room supervisor is responsible for ensuring the proper administration of the EXPLORE tests in their assigned room. The room supervisor's responsibilities are:

- Read and understand thoroughly the policies, procedures, and instructions in this manual.
- Identify and admit examinees.*
- Supervise a test room.
- Direct examinees to seats.*
- Distribute test materials.*
- Read test instructions.
- Time each test, ensuring that examinees are given the prescribed amount of time for each test.
- Walk around the testing room during testing to be sure examinees are working on the correct test and to observe examinees' behavior.*
- Pay strict attention to monitoring examinees during the entire testing session.*
- Collect and account for all answer folders and test booklets before dismissing examinees.*
- Complete documentation of any irregularities.

* *Proctor may assist with these activities.*

Proctor Responsibilities

A proctor may be used to assist the room supervisor with an administration to a group of more than ten students in the same room. The proctor is to assist in the administration of the tests according to the policies and procedures in this manual. The proctor must not be a relative or guardian of any of the examinees in their assigned room. A proctor's responsibilities are:

- Read and understand this manual.
- Help admit examinees.
- Direct examinees to seats.

- Help distribute test materials.
- Verify the timing of the test with the room supervisor.
- Walk around the room during testing to be sure all examinees are working on the correct test and observe examinee behavior.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the restroom if more than one leaves during the timed portion of the test.
- Pay strict attention to monitoring examinees during the entire testing session.
- Help collect and account for all answer folders and test booklets.

Scheduling Testing Sessions

ACT recommends that the EXPLORE tests (English, Mathematics, Reading, and Science) be administered in one session, consistent with the administration model used in the national norming study. Plan for approximately three hours total administration time. (If desired,) the Student Information sections may be completed on a day prior to the test to shorten the test day administration time.

Total for student information sections (varies) 40–50 minutes

Tests

English (40 items) 30 minutes

Mathematics (30 items) 30 minutes

Break (depending on administration option) 5–10 minutes

Reading (30 items) 30 minutes

Science (28 items) 30 minutes

General Administration (varies) 10 minutes

Total for tests, break, and administrative time 140 minutes

Preparing Testing Rooms

Testing rooms should offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side-by-side. Students should not be distracted by inadequate writing surfaces. Lap boards should not be used.

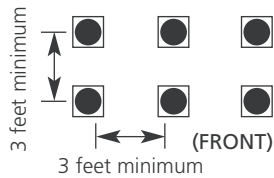
Where possible, plan to seat students in a block so that all rows (side-to-side) and columns (front-to-back) have the same number of students. This arrangement simplifies the distribution, collection, and verification of test materials. All students must face in the same direction. Be sure the aisles between rows or columns of seats are wide enough for testing personnel to circulate during the examination without disturbing students—at least three feet shoulder-to-shoulder.

Whenever possible, seat left-handed students in a separate column at the right of the test room (as viewed from the front of the room), or in the last seat of each column of right-handed students. If left-handed writing surfaces are not available, arrange two columns of chairs in rows and instruct students to use the writing surface of the empty chair on the left.

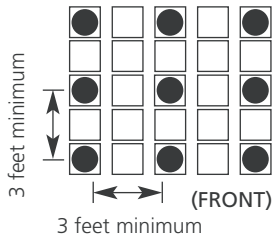
Seating Arrangement Examples

●	One examinee
L	One left-handed examinee
□	One desk

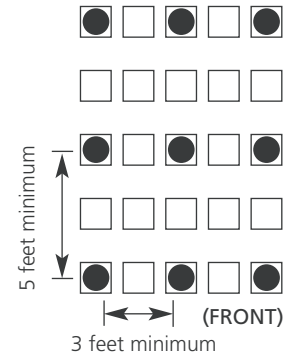
Level Seating with Movable Desks



Level Seating with Stationary Desks



Multiple-Level Seating with Stationary Desks



Left-handed examinees at right-handed desks

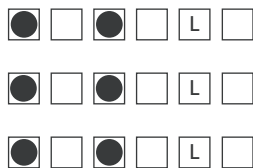
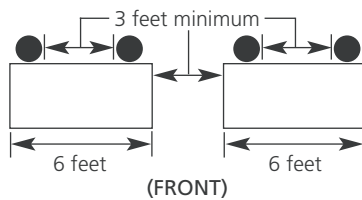
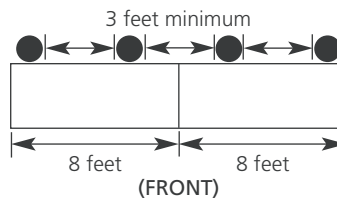


TABLE SPACING

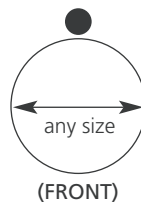
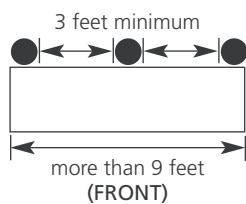
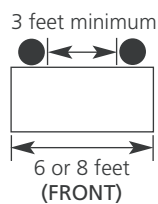
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Make sure bulletin board materials related to potential test questions (English, mathematics, reading, and science), charts, and maps that provide strategies for solving problems or writing essays are removed or covered. Geographical maps and periodic tables need not be covered.

Your school is responsible for providing the following for each testing room:

- Reliable stopwatch or interval timer
- Wall clock (desirable, but not required)
- Supply of soft-lead (No. 2) pencils with erasers for students who do not bring pencils
- Pencil sharpener
- A supply of scratch paper for examinees who need more space for their figuring in the Mathematics Test than is provided in the test booklet
- Supply of calculators for use during the Mathematics Test (Students may be asked to provide their own calculators.)

Use of Calculators on the Mathematics Test

Consistent with curriculum standards established by the National Council of Teachers of Mathematics, the EXPLORE Mathematics Test was designed to be completed with the aid of a calculator and was administered with calculators available in the national norming study conducted by ACT. Students should have calculators available for this test if comparisons between local performance and the national norming sample are important. Each student's calculator should have the four basic functions (addition, subtraction, multiplication, and division), plus a square root function.

Students should use the type of calculator they are most comfortable with; e.g., if the school normally provides calculators for students, then the same calculators should be provided on the test day. If the students normally provide their own, or if they would feel more comfortable using their own calculators, they should bring and use their calculator on the test day. A supply of calculators with at least the four basic functions, plus a square root function, should be available on test day to lend to students who do not bring a calculator, whose calculator does not perform the necessary function, or whose calculator malfunctions during the test. It is advisable that all calculators be checked prior to testing to be sure they are working properly.

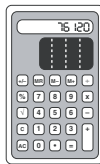
Students may use any four-function, scientific, or graphing calculator, unless it has features described in the **Prohibited** list. For models on the **Permitted with Modification** list, they will be required to modify some of the calculator's features.

Permitted and Prohibited Calculators

Examples of Permitted Calculators

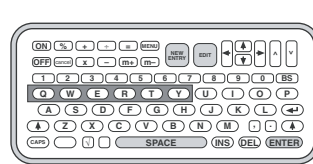


Scientific or graphing



Four-function

Examples of Prohibited Calculators



QWERTY keyboard



Paper tape

Calculators Permitted with Modification

The following types of calculators are permitted, but **only** after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators with an infrared data port—Completely cover the infrared data port with heavy opaque material such as duct tape or electrician's tape.
- calculators that have power cords—Remove all power/electrical cords (includes Hewlett-Packard HP 38G and HP 39G series and HP 48G).

Prohibited Calculators

The following types of calculators are **prohibited**:

- calculators with built-in computer algebra systems—*Prohibited calculators in this category include:*
 - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**; and the **TI-Nspire CAS**—Note: The **TI-Nspire** (non-CAS) is permitted.
 - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
 - Casio: **Algebra fx 2.0**, **ClassPad 300**, **ClassPad 330**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—*Note: Letter keys not in QWERTY format are permitted.*

ACT regularly updates information about which calculators are prohibited. To be certain their calculator will be permitted on test day, students should visit www.actstudent.org/explore/tests/calculator.html or call 800/498-6481 for a recorded message.

On Test Day

Students are responsible for making sure their calculator is working and has reliable batteries. Students may bring a backup calculator and extra batteries to the test. Testing staff will **not** supply batteries. Students will **not** be allowed to share calculators during testing.

Testing staff will check calculators to verify they are permitted, and they will monitor students' use of their calculators to ensure that the students:

- use a calculator only during the Mathematics Test;
- use a backup calculator only after it has been checked by a member of the testing staff;
- do not share a calculator; and
- do not store test materials in the calculator's memory.

If a student's calculator has characters one inch high or larger, or a raised display, testing staff may seat the student where no other test taker can see the calculator.

EXPLORE Test Administration Guidelines

Unauthorized Testing Aids

The use of highlight pens, notes, unapproved calculating devices, foreign language dictionaries, or other dictionaries is not permitted. Scratch work is to be done in the test booklet (but scratch paper should be available for examinees who need additional space for their figuring in the Mathematics Test beyond what is provided in the test booklet).

Questions/Guessing

During the testing session, do not answer questions regarding individual test items or questions about how to use a calculator.

Specific instructions about guessing are printed on the back cover of the test booklet. If students ask you about guessing, refer them to these instructions. Do not comment on or add in any way to the printed directions.

Rest Period

When the tests are to be administered in a single session, allow students a short (five to ten minutes) rest period between Tests 2 and 3. If the non-test sections are administered in the same session as the academic tests, you may also allow a break before Test 1. Students may be allowed to go to the restroom. Otherwise, do not allow students to leave the room. They may stand and move around the room or stand by their desks for a few moments.

Leaving the Room During Testing

Students may be allowed to go to the restroom during testing, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time without being accompanied by a proctor. Collect the test booklet and answer folder from the student upon leaving, and return them when the student returns. Students who leave the room during the timed portion of the test may not make up lost time. Record such absences on the Testing Irregularity Report. **Room supervisors must not leave a testing room unsupervised at any time.**

Announcement of Time Remaining

A verbal announcement of time remaining will be read five minutes before the end of each test. Do not distract examinees during the test session with additional oral or written announcements of time remaining.

If a clock is visible to all students in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., Test 1, 30 minutes: Start time—9:00, Stop time—9:30). Do not post time remaining.

Electronic Devices

Examinees are not allowed to have pagers or cell phones on their person. Preferably they should not bring them into the testing room; if they do, these devices should be turned off and placed under their desk. Beeper alarms on watches, pagers, or cell phones can distract examinees. A warning to examinees to NOT set watch or cell phone alarms is included in the verbal instructions.

Reporting Irregularities in Test Administration

The Testing Irregularity Report on page 37 is intended for use primarily by school personnel as a record of any test administration irregularities that may affect student scores or the interpretation of EXPLORE results. Testing personnel should use the form to report any of the irregularities occurring within the room. Room supervisors should document any of the following occurrences during administration of the tests:

1. A student becomes ill or leaves the room during testing.
2. A student fails to follow instructions (marks responses randomly, obviously does not read questions prior to responding, or refuses to mark responses).

3. A student exhibits behavior that disrupts other students.
4. A student is **observed** reading ahead in the test booklet, working ahead or behind, giving or receiving assistance, or filling in ovals after time is called. See the bottom of this page for instructions on voiding one or more tests.
5. A student is **observed** using unauthorized testing aids. See the bottom of this page for instructions on voiding one or more tests.
6. A test is mistimed.
7. A disturbance or distraction occurs which could affect one or more students' scores.
8. A student questions the accuracy or validity of an item.
9. A student has a defective test booklet or answer folder.

Retain all Testing Irregularity Reports and voided answer documents in your school at least until EXPLORE results are received and distributed to students.

Make a copy of Testing Irregularity Reports that involve defective materials, challenged test items, or timing errors that could not be corrected. Forward a copy of the report to ACT with completed answer folders. Attach defective materials to the report.

Student Challenge of Test Items

If a student challenges typographical errors or ambiguities in particular test items, instruct the student to choose an answer on the basis of the information available. Make an entry on the Testing Irregularity Report, including identification of the test form, the test and the item, and an explanation of the student's question. ACT will respond to concerns about individual test items.

Mistiming

Use a stopwatch or interval timer to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start, Stop, and the five-minutes-remaining times should be written in the appropriate place in this manual (in pencil) and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming does occur, allow students to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on another test, do not interrupt their work. Wait until the current test is completed, then allow the additional time on the previous test. Report any mistiming that could not be corrected on the Testing Irregularity Report and return the report with your answer folders.

Defective Test Booklet or Answer Folder

Replace a defective test booklet or answer folder as quickly as possible with another from your supply to minimize time lost. If you are replacing a test booklet and have already begun administering the test sections, be sure to replace it with one of the same form. If you are replacing an answer folder, have the student transfer **all** information to the new answer folder after the timed portion of testing is completed. Mark the defective answer folder VOID. Describe the nature of the defect on the Testing Irregularity Report and attach defective materials to the report. ACT will replace defective materials.

Voiding Tests or Answer Folders

Individual tests may be voided by filling in the appropriate oval under Void Scoring Codes (VSC) at the top of the second page of the answer folder (illustrated on page 9)—E to void English, M to void Mathematics, R to void Reading, and S to void Science. If it is determined that an entire answer folder should not be scored, mark the document **VOID and retain the voided answer folder** in the student's file or your testing files to verify the reason the student is not receiving a score report. **Do not return** the completely voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Only mark these “Void Scoring Codes” if you wish to void a portion of a student’s test. When a Void Scoring Code is marked, that portion of the test will **not** be scored.

To be completed by school staff only—see Room Supervisor’s Manual	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩

VSC	
E M R S	

Student Who Becomes Ill

If a student becomes ill during the test, dismiss the student from the test room, collect the answer folder and test booklet. If the student returns to the room and continues testing, the lost time cannot be made up.

If the student wishes to discontinue testing because of illness, try to determine whether he or she wants to have the answer folder scored. If the answer folder is to be scored, all non-test sections completed and tests attempted will be scored. If the entire answer folder is to be voided, mark it VOID; DO NOT return the answer folder to ACT. For school records, make an entry on the Testing Irregularity Report explaining why the answer folder was voided. Only mark the “Void Scoring Codes” if you wish to void a portion of a student’s test. **When a scoring code is marked, that portion of the test will not be scored.**

Prohibited Behavior

The following behaviors are prohibited during administration of the EXPLORE tests:

- Looking back at a previous test on which time has already been called
- Looking ahead in the test booklet
- Looking at someone else’s test booklet or answer folder
- Disturbing other examinees
- Giving or receiving assistance
- Using highlight pens, notes, or dictionaries
- Filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened)
- Using a calculator on any test other than the Mathematics Test
- Sharing a calculator with another examinee
- Using any device to share or exchange information at any time during the tests or during break (**all** electronic devices, including cell phones, must be turned off from the time the examinee is admitted to test until dismissal after testing concludes)
- Using an unapproved calculating device
- Attempting to remove test materials, including test questions or answers, from the test room by any means

If you SUSPECT a student is engaged in any of the prohibited activities, discreetly warn the student that these actions are prohibited and continue close observation. To discourage looking at someone else’s answer folder or giving or receiving assistance, you may move the student to another seat. Document your suspicions and actions on the Testing Irregularity Report.

If you OBSERVE any of these behaviors, collect the answer folder and test booklet. Advise the student that the answer folder will not be scored. Void the entire answer folder and the test booklet, but do not return them to ACT. On the Testing Irregularity Report, include an explanation of why the answer folder was voided.



Testing Students with Accommodations

Students with physical or learning disabilities who cannot complete the EXPLORE tests in the standard time limits, using standard test materials, may be tested under special conditions and/or using accommodated testing materials available from ACT. **All non-test portions of the EXPLORE program can be completed with the assistance of a reader or marker in an untimed setting.**

Recommended Eligibility Requirements for Accommodated Testing

The following section pertains to students who need accommodated testing. Procedures listed in the section **EXPLORE Test Administration Guidelines** should be followed precisely unless specifically addressed in this section of the manual.

Administration of EXPLORE with special accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of EXPLORE only for students with **current documented disabilities** and who have been **professionally diagnosed** as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. An Individual Education Plan (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of reconfirmation. Students and parents should understand that students will not necessarily be eligible for accommodations on PLAN® or on the ACT® tests simply because they receive accommodations on EXPLORE.

Students may be eligible for accommodated testing if the student requires:

- audiocassette, audio CD, or braille version of the test
- a reader (must use reader's script prepared by ACT and test individually in a separate room)
- a marker to record student responses on the answer folder
- additional breaks with standard time (requires a separate room)
- separate test sessions
- testing over multiple days
- extended time to complete each test
- a sign language interpreter to sign verbal instructions, test items, and response choices in exact English if authorized by the test supervisor (must test individually in a separate room)

Testing Arrangements

Accommodated testing may be administered at a time mutually convenient for the student and test supervisor, as close as possible to the date on which EXPLORE is administered to other students. Students receiving extended time or any type of assistance from a reader or marker should be tested in a separate room. Students using an audiocassette or audio CD may test in a group provided they use individual earphones and can control the progress of their own cassette or CD players. Tests should be administered at the school, not in the supervisor's home or other location, unless the student is currently confined to the home or is receiving homebound instruction. Parents should not administer the tests to their own children.

Testing Over Multiple Days or During Separate Sessions

If testing over multiple days has been authorized, each test must be completed during one session and the examinee may not return to a previous test after being dismissed for that testing session.

Testing More than One Examinee at a Time

ACT normally encourages group administrations for examinees with similar accommodations. However, a student testing with a reader must test individually. Readers may not read the tests to a group of examinees. In contrast, examinees using audio CDs or audiocassettes may test as a group, provided they all use individual earphones and can control the progress of their own CD or cassette players.

Accommodated Testing Options

Students with visual impairment or blindness may use a large-print (19 point) or braille test form, have the test read to them, have assistance in marking their responses, use a large-print response worksheet, and/or receive extended time. A reader's script and audiocassette or audio CD test forms for the EXPLORE tests are available from ACT.

A Reader's Script may be used **ONLY** to read test questions in a **SEPARATE ROOM** for the **ONE STUDENT** to whom it is assigned. Use of this script for group testing is **NOT** allowed. If the script is read to more than one student in the same room, scores for all these students will be cancelled automatically and their test fees will not be refunded.

Students with hearing impairments whose hearing loss has caused a reading disability may be considered for extended time. An interpreter may assist with the pre-test information and instructions **but not the test items**. A copy of the verbal instructions to students can be provided for the student to read. If exact English signing of test questions has been authorized by the test supervisor, a Reader's Script must be used with the same restrictions described above.

Students with learning disabilities may be eligible for extended time and/or a large-print test form reader, audiocassette, or audio CD, consistent with testing accommodations currently provided at the school.

Students with motor disabilities that affect their ability to mark the answer folder may be eligible for extended time, use of large-print materials or a reader, or assistance in marking responses.

For students who use a large-print response worksheet, item responses must be carefully transferred by school personnel to a standard EXPLORE answer folder for scoring. ACT will **not** score a large-print worksheet or transfer responses to a standard answer folder.

Accommodation Codes

A testing Accommodation Code should be marked in the shaded box at the top of the second page of the answer folder (see graphic below) for all students receiving a special accommodation. Mark the **one** code that best describes the accommodation given.

To be completed by school staff only—see Room Supervisor's Manual	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩

VSC	
E M R S	

1. *Extended* time limits with standard print materials (no other assistance)
2. Large-print test book with *standard* time limits
3. Large-print test book with *extended* time limits
4. Oral presentation (from audio CD) with *extended* time limits
5. Oral presentation (from reader's script only) with *extended* time limits

6. Braille test book with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits
10. Oral presentation from audiocassette with *extended* time limits

When a code of 1, 3, 4, 5, 6, 8, 9, or 10 is gridded, the test is considered “non-standard” because of the extended time allowed for testing. These records will not be included in any aggregated data (e.g., School Profile Summary Report, Item-Response Summary Report, or College Readiness Standards data).

Security of Test Materials

Test materials are to be kept in a secure area with limited access. Only the test supervisor and possibly a few specifically authorized persons may have access to the area. The supervisor must protect the materials from damage, theft, or loss.

EXPLORE test booklets and alternate formats are copyrighted and cannot be photocopied, used for any other purpose, or opened by any person other than the examinee on the test date.

Standardized Procedures

Throughout this document, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All accommodated testing personnel should read the materials provided by ACT, including the entire contents of this manual.

Selecting Test Rooms

Test supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help in having a successful accommodated testing experience.

The tests must be administered at the school or institution, not in the supervisor’s home or other location. If the examinee is currently confined to his or her home or is receiving homebound instruction, the test supervisor may allow for administering the tests in the home of the examinee. If you will be testing more than one examinee with the same accommodations in the same room, select rooms that are not so small as to be crowded. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others’ answer folders. ACT prefers classrooms and recommends no more than 10 examinees with accommodations be tested in one room.

Be sure to reserve the room for each day you will be testing. It is best to schedule consecutive days for examinees that are to test over multiple days, but you may skip a day or a weekend as necessary, as long as the tests are administered in sequence. An examinee using a reader must be tested individually.

Accessibility

Under the Americans with Disabilities Act, EXPLORE tests must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Materials Available from ACT

Your Accommodated Testing Materials may include:

- Regular-Type (10 point) Test Booklet—for examinees without visual impairments
- Large-Type (19 point) Test Booklet—for examinees with visual impairments (if applicable)
- Braille Booklet (one volume)—One regular-type booklet included for supervisor reference. (Supervisor is not to read tests to examinee.) *Extended Time*
- Audio CD (Room supervisor is not allowed to read tests to examinee.) See Audio CD Information Guide below. *Extended Time*
- Audiocassette (Room supervisor is not to read tests to examinee.) See Audiocassette Information Guide on page 14. *Extended Time*
- Reader's Script—One copy of regular-type booklet included for examinee's use. (Room supervisor is allowed to read tests to examinee.) *Extended Time*
- Large-Type Worksheet—One large-type worksheet is included in each large-print testing packet. If additional copies are needed for large-print testing or for use with other accommodated testing, call ACT to obtain additional copies. If the examinee uses a large-type worksheet or writes responses in the test booklet, **the supervisor must transfer the responses to a standard answer folder before returning materials to ACT, as ACT will not score large-type worksheets.**

Audio CD Information Guide

Introduction, Guidelines, General Instructions	CD 1
Test 1—English	CD 1 and 2
Test 2—Mathematics	CD 3
Test 3—Reading	CD 4
Test 4—Science	CD 5

Use of Audio CD Version

CD players should have the capability to page forward or back by tracks. An index of the tracks is included with each set and should be available to the examinee. The narration on the audio CD cannot be recorded within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. **Students may be given up to 120 minutes to complete Test 1, and up to 90 minutes to complete each of the other three tests.** Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Audiocassette Information Guide

Introduction, Guidelines, General Instructions	Cassette A, Side 1
Test 1—English	Cassette A, Sides 1 and 2
Test 2—Mathematics	Cassette B, Side 1
Test 3—Reading	Cassette B, Side 2
Test 4—Science	Cassette C, Side 1

Use of Audiocassette Version

Cassette players should have the capability to play in fast-forward and reverse modes to allow the examinee to hear the tone-indexing beeps provided for review purposes at the beginning of passages, paragraphs, and questions. Beeps are not audible on most cassette players during normal play, allowing the examinees to test without distraction. The narration on the cassette tapes cannot be recorded within the standard time limits allowed for each test. Examinees must be allowed time to replay any portion of the test being worked on as many times as necessary, within the approved time limits. **Students may be given up to 120 minutes to complete Test 1, and up to 90 minutes to complete each of the other three tests.** Do not begin timing until the examinee has listened to all of the directions, and do not end timing until he/she has had time to review the responses.

Warn the examinee to completely stop the machine before engaging the rewind or fast forward. Failure to do so can snap the tape and damage it beyond repair. If a tape is jammed, grasp it with both hands and gently bend it in the middle several times and/or lightly tap the case repeatedly on a hard surface to shuffle the folds of the tape down smoothly.

Materials Supplied by the Test Supervisor/School

The school is responsible for providing the following items for each testing room:

- A supply of soft-lead (No. 2) pencils to lend to examinees who did not bring them
- A pencil sharpener
- A supply of scratch paper for examinees who need more space for their figuring in the Mathematics Test than is provided in the test booklet
- Two reliable timepieces: watch, stopwatch, or interval timer
- If the audio CD or audiocassette versions of the test are being used, a recorder or playback machine with earphones (if examinee cannot supply one)

Materials That May Be Supplied by the Examinee(s)

Tell examinees to bring soft-lead (No. 2) pencils with good erasers to the testing session. If any of the following devices are specifically needed by the examinee, the examinee is expected to bring his or her own unless the school normally provides them for the student:

- Abacus
- Braille stylus
- Magnifying glass
- Color overlays
- Permitted calculator (if desired) for use on the Mathematics Test (See page 5 of this manual for an explanation of permitted calculators.)

Ordering Accommodated Testing Materials

If you have questions about ordering accommodated testing materials, call EXPLORE Customer Services at 800/553-6244, extension 1892.

Sign Language Interpreter for Spoken Instructions

If your school chooses to make available the services of a sign language interpreter, examinees with hearing impairments requiring extended time or testing over multiple days may request to test with the assistance of an interpreter. The interpreter may stay in the room throughout the administration and is expected to sign all instructions spoken by the room supervisor throughout the test and interpret any questions from the examinee to the supervisor and the supervisor's responses. Actual test items may not be interpreted without authorization from the test supervisor.

Sign Language Interpreter for Exact English Signing of Items

The interpreter is required to use exact English signing and may sign for only one student in a separate room. The interpreter must sign from the script provided and follow the same procedures as listed for a reader (see below).

Reader

A reader may read for only one student in a separate room and is required to read from the script provided without change or comment. Passages may be repeated, but only as requested by the examinee. Each time a passage is read, the reader should read the test directions, test passages, and test questions **exactly** as they are presented, with no explanation and no additional information provided to the examinee through the reading.

All EXPLORE questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

Timing

Testing with most accommodations requires extended time allowances. The test supervisor will have determined by category the time allowances for each test. In most cases, the timing will be time-and-a-half or double the standard test time. In some cases, the test may not be timed at all. You will need to substitute the appropriate text in the verbal instructions where reference is made to the specific test time. If the student testing will be untimed, the verbal reference to specific test times should be omitted. If the test is timed, the room supervisor should use a stopwatch or interval timer to keep time. To verify the time given for each test, the Start and Stop times and the 5-minute time remaining should be written in the appropriate place in this manual; computations should be checked carefully before time is called. Scores cannot be adjusted to compensate for a mistiming.

If a mistiming does occur, allow the students to make up the shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, **do not** interrupt their work. Wait until the current test is completed; **then**, allow the additional time on the previous test.



Test Administration Procedures

Instructions Before Test Day

A few days prior to the test day, distribute copies of *Why Take EXPLORE?* to the students and instruct them to bring the following:

- Student ID number (to be used for positive identification of the student's record)
- Two No. 2 pencils with erasers
- A calculator with the four basic functions plus square root function (schools may provide calculators for all students). See page 5 for information about permitted and prohibited calculators.
- A watch to pace themselves (optional)

The test supervisor should assemble all materials being provided by the school (see page 14).

Optional Instructions from Test Supervisor

Your school's EXPLORE test supervisor may provide room supervisors with instructions for one or more of the following optional components for EXPLORE:

- Pre-ID labels
- Student ID numbers
- Sort codes
- Supplemental local items
- Verbal instructions for non-test sections

Non-Test/Student Information Sections

The non-test/student information sections should be administered **prior** to the tests and will take approximately 40–50 minutes. You may prefer to have students complete these sections on a different day, prior to the academic tests, so that they can focus on the academic portions on the day of the test. Room supervisors may select one of the following options for the administration:

Option 1: All directions are read to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.

Option 2: Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.

Option 3: Pre-ID label users. Instructions specific for using Pre-ID labels are read to the students.

Academic Tests

The academic tests should be administered in the order presented in the test booklet (English, Mathematics, Reading, and Science), allowing exactly 30 minutes for each test.

ACT recommends that all four tests be administered in one session, since this model was used in the national EXPLORE norming study. However, if you are administering the tests in more than one session, begin each session by following the instructions on page 27 (changing the test number as appropriate), then proceed to the section pertaining to the test being administered. All sessions should be ended by using the directions on page 33. Examinees may write in their test booklets. Have a supply of scratch paper on hand for examinees who need additional space for their figuring in the Mathematics Test. Collect the scratch paper at the end of each session and destroy used sheets. Unused sheets may be redistributed at subsequent sessions.

Testing staff should not be reading anything other than this manual or doing other tasks. Full attention should be directed toward the students.

The four academic tests must be administered in the order listed. **Observe these time limits exactly:**

English 30 minutes

Mathematics 30 minutes

Reading 30 minutes

Science 30 minutes

Verbal Instructions

Verbal instructions for both the non-test and academic test sections are printed on pages 19–33. Before the test day, study the verbal instructions enclosed in boxes. Do not change these instructions in any way.

Highlight the directions for the non-test option you have been instructed to use.

It is important that all testing personnel become familiar with the instructions in this manual prior to the test day.

Test Day Procedures

Previously Completed Non-Test Portions: Hand the answer folders directly to each student to assure that each student has his or her own answer folder. Once this is completed and students have confirmed they have their own answer folder, you may distribute the test booklets.

Same Day Completion of Non-Test Portions: Distribute an answer folder and copy of *Instructions for Completing Your Answer Folder* to each student. These materials may be counted and given to the first student in each row to pass back. The test supervisor will have informed you as to whether the instructions are to be read aloud to students or if they may proceed on their own following the printed instructions. A break will typically follow completion of the non-test portion. Wait until all students have completed blocks A through S before taking this break.

Once all students have returned from the break and are seated, distribute the test booklets. Do not pass test booklets back or across the aisles. During the examination, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room. Before the test is administered, no person is allowed to examine the contents of the test booklets.

Room supervisors and proctors should walk around the room while students are completing both the non-test and test sections of EXPLORE to be sure students are working in the correct sections of their answer folders.

Avoiding Common Errors When Completing Answer Folders

To expedite reporting of EXPLORE results, room supervisors should be alert to the types of errors students commonly make when completing their answer folders. When reading the instructions, testing personnel should emphasize the correct procedures to avoid these errors and walk around the testing room to observe students as they complete these steps.

If completing blocks **A–H** (student name and identification information), students must:

- start with the first box and first column of ovals in a block;
- grid last and first name in addition to printing it in the boxes; and
- fill in only one oval per column.

It is highly desirable for testing personnel to check these sections of the students' answer folders—particularly block **B** (name), block **E** (gender), and block **H** (Student ID number), since these data elements can affect School Profile Summary Reports. **ACT will not** correct this information on student records after answer folders are processed.

Use of Calculators

Testing personnel are responsible for checking examinees' calculators before testing. Quickly check the following:

1. Examinee is using a basic four-function, scientific, or graphing calculator. (If an examinee's primary calculator malfunctions and he or she raises his or her hand during the Mathematics Test, check the backup calculator.)
2. If an examinee has a calculator with a raised or large (one-inch or more) display, seat that examinee where his or her calculator display cannot be seen by other examinees.

If an examinee is found to be using an unauthorized calculator or using any calculator on a test section other than the Mathematics Test, tell the examinee that the calculator is not authorized and must be put away. Warn that continued use will result in dismissal. If the examinee persists, collect the test booklet and answer folder and tell the examinee he/she was warned that use of the calculator would result in dismissal and the answer folder will not be scored. Mark the answer folder **VOID** and record the incident on the Testing Irregularity Report (page 37). Do not return the voided answer folder to ACT.



Verbal Instructions for Student Information Sections

Room Supervisor Instructions

Please study these instructions before the test day. The student information and non-test sections that you are about to administer may be handled either by reading the instructions to the students (Option 1), by leading the students through the sections as they read the instructions (Option 2), or for schools using Pre-ID Labels, by reading the instructions specific for using Pre-ID Labels (Option 3). **Your test supervisor will advise you as to which option will be used.**

Read aloud all instructions enclosed in the applicable shaded blocks (except those in parentheses, which are for your information only); do not depart from this text. Where a series of dots appears, pause to let the students follow instructions.

When all students have been admitted and seated, and everyone has a pencil, greet the students and say:

Please clear your desk of everything except your pencils. The answer folders and instructions will now be distributed. Do not mark on either of them until I give you further instructions.

Distribute the answer folder and instruction booklets.

Then say:

The information you provide when you complete your answer folder will be used to prepare reports for you and your school. Your answer folder will be scored by computer. Be sure to follow all instructions carefully. Use a soft-lead No. 2 pencil to complete your answer folder. Do not use ink or a mechanical pencil. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate oval. All errors must be erased thoroughly. Mark only one response to each question.

If you are reading the instructions for the student information sections to your students, continue with Option 1 below. If students are to complete the student information sections on their own, go to Option 2 on page 22. If your school is using Pre-ID labels, go to Option 3 on page 24.

Option 1: Room Supervisor Reads All Instructions

If the instructions for completing the student information sections are being read aloud to students, say:

Turn to page 3 of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Turn your answer folder so that block A faces you. On the lines provided, print the name of **your school, city, and state** in block A....

In block **B**, print your name in the boxes labeled **Last Name**, **First Name**, **MI**—for middle initial. Begin in the first box for each part of your name. Enter as much of your name as possible, using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the corresponding oval in the column directly below each letter of your name. Fill in the empty oval below any space or hyphen in your name. It is not necessary to fill in empty ovals after your name....

In block **D**, **Date of Birth**, fill in the oval next to the month you were born. Next, print the day and last two digits of the year of your birth in the boxes provided. Enter a zero for any blank. For example, you would enter January 6, 1995, as Jan 06 95. Fill in the corresponding oval below each box....

In block **E**, fill in the appropriate oval....

In block **F**, **Race/Ethnicity Background**, fill in the oval corresponding to the response that best represents whether or not you are of Hispanic or Latino background. Mark only one response. Below that, fill in the oval corresponding to the phrase that best represents your race as commonly recognized by your family and friends. Mark all that apply.

In block **G**, **Current Grade in School**, fill in the corresponding oval to show your current grade level....

Now, look at block **H**, **Student ID Number**. Enter your student identification number, beginning in the first box. Then fill in the corresponding oval below each number. ACT will use this identification number only for positive identification of your test record and to match your EXPLORE record to other ACT tests you might take in the future (such as PLAN and the ACT). Do not use hyphens if any occur in your ID number.

Disregard block **I** unless your test supervisor gives you specific instructions for the students to fill in this block.

Find block **J**, **Plans and Background**, at the bottom of your answer folder. Look at **pages 4 and 5 in your instruction booklet**. There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. This should take you about 5–10 minutes. Look up when you are finished. You may begin....

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test books are handed out.

Now, look at block **L, Needs Assessment**, on page 2 of your answer folder. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished....

If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block **M**. You may mark more than one response per question, if appropriate. Look up when you have finished.

If you are not administering Supplemental Local Items, instruct students to ignore block **M**.

If you are testing students in grade 7 or above, continue with the following instructions. (Interest Inventory scoring is not available for students below grade 7.)

Turn to **page 7** of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Find the section of your answer folder labeled “INTEREST INVENTORY”....

The things you like to do now can give clues about jobs that you might like in the future. This inventory will help identify jobs you may want to explore.

Show how much you would like doing each of the activities listed. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would like or dislike the activity, not your ability to do it.

For each activity, choose one answer. On page 2 of your answer folder in the section labeled Interest Inventory, fill in the oval that contains the letter for your answer. Try to answer like or dislike as often as possible.

This should take you about 15 minutes. Look up when you finish. You may begin....

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.]

If your test supervisor has instructed you to collect the optional information in blocks N–S, continue with the following instructions:

Turn to page 3 of your answer folder.... Now turn back to page 5 of your instruction booklet.... Read silently as I read aloud, starting with the section directly above block **N**....

The following information will be provided only to the agency that sponsors this assessment program so that they may communicate educational opportunities to you.

Read the directions for blocks **N, O, P, and Q** on page 5 of your instruction booklet, and carefully complete these blocks on your answer folder.

When you have completed block **Q**, put your pencil down and look up....

Raise your hand if you need more time. (Allow more time if necessary.)

If you are administering EXPLORE as a high school admissions test and have received instructions from your test supervisor for use of blocks **R and/or S**, please instruct students how to complete these blocks at this time.

If you are NOT continuing with the EXPLORE academic tests in this session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for the Academic Tests** on page 27.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.

Option 2: Students Read Instructions with Guidance from Room Supervisor

If students are completing the student information sections by silently reading the directions printed in *Instructions for Completing Your Answer Folder*, say:

Turn to page 3 of your instruction booklet.... Read the instructions carefully and complete blocks **A** through **H**.

When you have completed block **H**, put your pencil down and look up....

This activity will take approximately 5 minutes to complete. When all students seem finished or 5 minutes have passed, say:

Raise your hand if you need more time to complete blocks **A** through **H** on your answer folder. [Allow additional time if necessary.]

Disregard block **I** unless your test supervisor gives you specific instructions for the students to fill in this block.

Find block **J, Plans and Background**, at the bottom of your answer folder. Look at **pages 4 and 5 in your instruction booklet**. There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. Look up when you are finished. You may begin....

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block **K** instructions will be given when the test books are handed out.

Now, look at block **L**, Needs Assessment. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished....

If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block **M**. You may mark more than one response per question, if appropriate. Look up when you have finished.

If you are not administering Supplemental Local Items, instruct students to ignore block **M**.

If you are testing students in grade 7 or above, continue with the following instructions. (Interest Inventory scoring is not available for students below grade 7.)

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Turn your answer folder so that the INTEREST INVENTORY section faces you....

Turn to page 7 of the instruction booklet.... Read the instructions carefully. For each of the activities, choose your response and fill in the corresponding oval.

This should take about 15 minutes. Look up when you are finished. You may begin....

When everyone seems to have finished or 15 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

If your test supervisor has instructed you to collect the optional information in blocks **N** through **S**, continue with the instructions below the solid line on page 5 of *Instructions for Completing Your Answer Folder*.

If you are NOT continuing with the EXPLORE academic tests in this session, session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for the Academic Tests** on page 27.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.

Option 3: Instructions for Pre-ID Label Users

If your school ordered Pre-ID labels, hand the answer folders with the Pre-ID labels directly to each student to ensure each student has their own answer folder. Read these instructions to ensure that students only complete the specific portions needed that apply to Pre-ID users.

Carefully review the printed information on your Pre-ID label for correctness. If address corrections are needed, please fill in the oval in block C. Do not make any changes on your Pre-ID label. For those of you who need to correct your mailing address (those who filled in the oval in block C) please turn to page 3 of your answer folder and complete only the specific block (N, O, P, and Q) of the address where the correction is needed. Instructions for completing these blocks can be found on page 5 of *Instructions for Completing Your Answer Folder*. You must leave blocks B and D–I blank.

If any of the other information printed on a student's Pre-ID label is incorrect, have the student fill in all of the blocks of an unused answer folder as directed in the *Instructions for Completing Your Answer Folder*. You may wish to have them complete their answer folder during the break between Test 2 and Test 3 or after testing is finished to avoid delays in testing.

Find block J, **Plans and Background**, at the bottom of your answer folder. Look at **pages 4 and 5 in your instruction booklet**. There are eighteen questions in this section. Read the instructions and questions carefully. Choose your response to each question and fill in the correct oval. This should take you about 5–10 minutes. Look up when you are finished. You may begin...

When everyone seems to have finished or 5 minutes have passed, say:

Raise your hand if you need more time. [Allow more time if necessary.]

Block K instructions will be given when the test books are handed out.

Now, look at block L, **Needs Assessment**, on page 2 of your answer folder. Read the seven items listed on your answer folder. Mark all areas in which you feel you need additional help. Look up when you have finished....

If you are administering Supplemental Local Items, distribute copies of the questions provided by your test supervisor now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions. Mark your responses in block M. You may mark more than one response per question, if appropriate. Look up when you have finished.

If you are not administering Supplemental Local Items, instruct students to ignore block **M**.

If you are testing students in grade 7 or above, continue with the following instructions. (Interest Inventory scoring is not available for students below grade 7.)

Turn to **page 7** of *Instructions for Completing Your Answer Folder*, and follow along with me as I read aloud.

Note: Some room supervisors report that completing the Interest Inventory takes some students longer than 15 minutes. If this is true for your students, you may wish to have them complete the Interest Inventory on a day prior to testing.

Find the section of your answer folder labeled “INTEREST INVENTORY”....

The things you like to do now can give clues about jobs that you might like in the future. This inventory will help identify jobs you may want to explore.

Show how much you would like doing each of the activities listed. Mark an answer to an activity even if you are uncertain how you feel about it. Consider whether you would like or dislike the activity, not your ability to do it.

For each activity, choose one answer. On page 2 of your answer folder in the section labeled Interest Inventory, fill in the oval that contains the letter for your answer. Try to answer like or dislike as often as possible.

This should take you about 15 minutes. Look up when you finish. You may begin....

When everyone seems to have finished, say:

Raise your hand if you need more time. [Allow more time if necessary.]

If your test supervisor has instructed you to collect the optional information in blocks N–S, continue with the following instructions:

Turn to page 3 of your answer folder.... Now turn back to page 5 of your instruction booklet.... Read silently as I read aloud, starting with the section directly above block **N**....

The following information will be provided only to the agency that sponsors this assessment program so that they may communicate educational opportunities to you.

Read the directions for blocks **N, O, P, and Q** on page 5 of your instruction booklet, and carefully complete these blocks on your answer folder.

When you have completed block **Q**, put your pencil down and look up....

Raise your hand if you need more time. (Allow more time if necessary.)

If you are administering EXPLORE as a high school admissions test and have received instructions from your test supervisor for use of blocks **R and/or S**, please instruct students how to complete these blocks at this time.

If you are NOT continuing with the EXPLORE academic tests in this session, read the directions in the next box. If you are continuing with the tests, collect the instruction booklets, asking the students to keep their answer folders, then skip the next direction and continue with the **Verbal Instructions for the Academic Tests** on page 27.

I (we) will now collect the answer folders and instruction booklets. Please sit quietly until all answer folders are collected.

Collect the answer folders and store them securely until the scheduled test session. Instruction booklets can be discarded or saved for later reference.



Verbal Instructions for the Academic Tests

If the student information sections were completed before the test day, distribute answer folders to each student individually, being certain that each student has received the correct answer folder.

Be sure each student has at least one No. 2 pencil with an eraser. Have a supply of scratch paper for examinees who need additional space for their figuring in the Mathematics Test. If the school is providing calculators for all students, check all calculators before the test day to be sure they are working properly and have the specified functions: addition, subtraction, multiplication, division, and square root keys. Calculators should be distributed to each student after Test 1. Extra calculators should be available to lend to students if any calculators malfunction during the test.

If students are providing their own calculators, say:

Before we begin the test, I need to know if everyone has a calculator. Make sure your calculator has addition, subtraction, multiplication, division, and square root keys. Check your calculator to see if it is working properly.... If it does not have these functions, you do not have a calculator, or you have one of the following types of calculators, raise your hand....

The following types of calculators are prohibited:

- Calculators with built-in computer algebra systems—Prohibited calculators in this category include:
 - Texas Instruments: All model numbers that begin with TI-89 or TI-92 and the TI-Nspire CAS—Note: the TI-Nspire(non-CAS) is permitted.
 - Hewlett-Packard: HP 48GII and all model numbers that begin with HP 40G, HP 49G, or HP 50G
 - Casio: Algebra fx 2.0, ClassPad 300, ClassPad 330, and all model numbers that begin with CFX-9970G
- Handheld, tablet, or laptop computers, including PDAs
- Electronic writing pads or pen-input devices—Note: the Sharp EL 9600 is permitted.
- Calculators built into cell phones or any other electronic communication devices
- Calculators with a typewriter letter keypad (keys in QWERTY format)—Note: letter keys not in QWERTY format are permitted.

The following types of calculators are permitted, but only after they are modified as noted:

- Calculators with paper tape—Remove the tape.
- Calculators that make noise—Turn off the sound.
- Calculators with an infrared data port—Completely cover the infrared port with heavy opaque material such as duct tape or electrician's tape (includes Hewlett-Packard HP 38G and HP 39G series, and HP 48G).
- Calculators that have power cords—Remove power/electrical cords.

[Replace calculators as necessary from your back-up supply.]

Since you will not need your calculator for the first test, please put it under your desk or chair....

After all calculators have been properly stored, say:

The test booklets will now be distributed. Do not open your test booklet until I tell you to do so. When you receive your test booklet, print your name clearly and enter your school ID in the space provided on the front cover of the booklet. Read the directions printed on the back cover. After you have read them, look up....

Hand each student a booklet individually; do not pass them back or across rows. **Keep an exact count of the number of test booklets distributed.**

When everyone has had enough time to read the directions, say:

Raise your hand if you need more time to read the directions. [Allow additional time if necessary.]

Turn your test booklet so the front cover faces up. Find block **K, Test Form**, at the bottom of page 1 of your answer folder. Fill in the oval that matches the form number printed on the front of your test booklet....

Walk around the room to be sure students are filling in the test form oval correctly on their answer folders. [The test form gridded should match the test form shown on the cover of the test books.]

Then say:

We are now ready to begin the testing period. The use of notes, highlight pens, foreign language or other dictionaries is not permitted. Scratch work should be done on your test booklet. If you need additional scratch paper for the Mathematics Test, raise your hand then. If you need another pencil or a calculator during the test, raise your hand.

Only responses marked on your answer folder during the time allowed for that test will be counted. I (we) [if a proctor has been assigned to your room] will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you have a cell phone or pager, it must be turned off at this time.

If you are wearing a wristwatch with an alarm, DO NOT set the alarm. It could distract other students. I will keep the official time for this test with my timepiece. I will announce when five minutes remain on each test to serve as a warning before time is called.

The following behaviors are prohibited. You will be asked to turn in your test materials, and your answer folder will not be scored if you are observed:

- Looking back at a previous test on which time has already been called
- Looking ahead in the test booklet
- Looking at someone else's test booklet or answer folder
- Disturbing other examinees
- Giving or receiving assistance
- Using highlight pens, notes, or dictionaries
- Filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened)
- Using a calculator on any test other than the Mathematics Test
- Sharing a calculator with another examinee
- Using any device to share or exchange information at any time during the tests or during break (all electronic devices, including cell phones, must be turned off from the time the examinee is admitted to test until dismissal after testing concludes)
- Using an unapproved calculating device
- Attempting to remove test materials, including test questions or answers, from the test room by any means

Are there any questions?...

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you.

Turn your answer folder to page 2 and find the section marked **Test 1: English**. You will mark your responses to the questions in **Test 1** in this section. Mark only one answer to each question.

You have **30 minutes** to work on **Test 1**. During this time you are to work only on **Test 1**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test.

Set your stopwatch or interval timer to 30 minutes, and then say:

You will have **30 minutes** to work on this test. Open your booklet and turn to **Test 1**. Read the directions carefully and begin work.

Test 1

30 Minutes

START**5 minutes remaining****STOP**

As you begin testing, record the Start, Stop, and five-minutes-remaining time for Test 1 on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce five minutes remaining and the Stop time, check your timepiece carefully against the times you have written down and verify them with the proctor (if one is in the room).

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up....

You will have **30 minutes** to work on **Test 2**. During this time you are to work only on **Test 2**. If you need scratch paper for your figuring or a calculator, raise your hand. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test. **You may use your calculator for this test.** If you need scratch paper, raise your hand.

Distribute calculators if the school is providing them; otherwise, instruct students to get their calculators out.

Set your stopwatch or interval timer to 30 minutes, and say:

You will have **30 minutes** to work on this test. Turn to **Test 2**. Read the directions carefully and begin work.

Test 2

30 Minutes

START

5 minutes remaining

STOP

Record the Start, Stop, and five-minutes-remaining time for Test 2 on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

Please note: Page numbers for the beginning of each test are not printed in this manual because this manual may be used with more than one EXPLORE test form and the page numbers vary from form to form.

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up.... You will no longer need your calculator. Please put your calculator away....

Check to see that all calculators have been removed from the students' work area.

You may allow students a short rest period at this time. Students can be allowed to go to the restroom one at a time. Otherwise, do not allow students to leave the room. They may move around the room or stand beside their desks for a few moments. Call students to attention after 5–10 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets. Then continue with the directions in the next box.

You will have **30 minutes** to work on **Test 3**. During this time you are to work only on **Test 3**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not go on to the next test and do not work on previous tests.

Set your stopwatch or interval timer to 30 minutes, and say:

You will have **30 minutes** to work on this test. Turn to **Test 3**. Read the directions carefully and begin work.

Test 3

30 Minutes

START

5 minutes remaining

STOP

Record the Start, Stop, and five-minutes-remaining time for this test on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up....

You will have **30 minutes** to work on **Test 4**. During this time you are to work only on **Test 4**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet and close the booklet. Do not work on previous tests.

Set your stopwatch or interval timer to 30 minutes, and say:

You will have **30 minutes** to work on this test. Turn to **Test 4**. Read the directions carefully and begin work.

Test 4

30 Minutes

START

5 minutes remaining

STOP

Record the Start, Stop, and five-minutes-remaining time for this test on the lines above.

Testing staff should walk around the room and check to be sure students are working on the correct test and marking answers appropriately.

When your watch or timer indicates exactly 25 minutes have passed, and you have checked the time, say:

You have **5 minutes remaining** on this test.

When your watch or timer indicates exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and close your test booklet.... I (we) will now collect your answer folder and then your test booklet. If you put your answer folder in your test booklet, remove it now so I (we) can collect them separately.... Please remain quietly in your seats until I dismiss you.

To end the session, collect the answer folders, test booklets, and scratch paper. **Count the test booklets and answer folders to verify that the number of materials distributed matches the number collected.** If you are short one or more test booklets, match the booklets with the answer folders. When you are certain that all materials have been collected, dismiss the students.

Make certain that students do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer folders after they have been returned to the proctor or room supervisor. The test session is complete after all test booklets and answer folders have been collected and counts verified.



Disposition of Answer Folders and Test Materials

Checking Answer Folders

To ensure that each student's test results are reported as accurately and quickly as possible, each room supervisor should assemble and check the answer folders carefully.

- ☐ Turn all answer folders the same way with the same side up; they need not be alphabetized.
- ☐ Make sure there is one answer folder for each student who took the tests.
- ☐ Check answer folders for the following and correct as necessary:
 - ☐ Have all responses been marked with a soft-lead, No. 2 pencil? If a student used a pen or marker, use a soft-lead, No. 2 pencil to mark over his or her answer choices.
 - ☐ Have all stray marks or doodles been erased?
 - ☐ Are all marks dark? Do all marks completely fill the answer spaces?
 - ☐ Is each student's name printed and gridded properly (if Pre-ID label has not been used)?
 - ☐ Is all other student information (e.g., ID number, date of birth, grade, gender) complete and accurate?
 - ☐ Is the correct test form marked in block **K**?
- ☐ Use the Testing Irregularity Report on page 37 to describe any irregularities that could affect students' scores (see pages 7 and 8). Forward the report to your test supervisor with the completed answer folders.
- ☐ Keep other used and unused test booklets and other test materials separate and return all materials to the test supervisor.

Accommodation Codes

A testing accommodations code should be marked in the shaded box at the top of the second page of the answer folder (see graphic below) for all students receiving a special accommodation. Mark the **one** code that best describes the accommodation given.

To be completed by school staff only—see <i>Room Supervisor's Manual</i>	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩

VSC	
E M R S	

1. *Extended* time limits with standard print materials (no other assistance)
2. Large-print test book with *standard* time limits
3. Large-print test book with *extended* time limits
4. Oral presentation (from audio CD) with *extended* time limits
5. Oral presentation (from reader's script only) with *extended* time limits
6. Braille test book with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits
10. Oral presentation (from cassette) with *extended* time limits

When a code of 1, 3, 4, 5, 6, 8, 9, or 10 is gridded, the test is considered “non-standard” because of the extended time allowed for testing. These records will not be included in any aggregated data (e.g., School Profile Summary Report, Item-Response Summary Report, College Readiness Standards data).

Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT highly recommends that your school’s test supervisor mark this information in the shaded box at the bottom of page one of the answer folder after students have finished testing.

The assigned designation of each of these Special Status Codes is as follows:

HB – Homebound

SE – Special Education

LEP – Limited English Proficiency

ME – Migrant Education Program

Y – Locally designated

M – Title I Math

R – Title I Reading

FL – Free or reduced lunch

X – Locally designated

Z – Locally designated

SPECIAL STATUS CODES—SEE ROOM SUPERVISOR'S MANUAL Mark all that apply.		
<input type="radio"/> HB	<input type="radio"/> Y	<input type="radio"/> X
<input type="radio"/> SE	<input type="radio"/> M	<input type="radio"/> Z
<input type="radio"/> LEP	<input type="radio"/> R	
<input type="radio"/> ME	<input type="radio"/> FL	

Returning Answer Folders for Scoring

Fill out a Class/Group Header (if provided by your test supervisor) and place it on top of the answer folders.

Use the Testing Irregularity Report to describe any unusual circumstances which could affect students’ scores (see descriptions on pages 7 and 8).

Return all test materials to your school’s test supervisor.

Voiding Tests or Answer Folders

Individual tests may be voided by filling in the appropriate oval under Void Scoring Codes (VSC) at the top of the second page of the answer folder (illustrated below)—E to void English, M to void Mathematics, R to void Reading, and S to void Science. If it is determined that an entire answer folder should not be scored, mark the document **VOID** and **retain the voided answer folder** in the student’s file or your testing files to verify the reason the student is not receiving a score report. **Do not return** the voided answer folder to ACT. The student should always be informed if a test or answer folder is voided, and an entry should be made on the Testing Irregularity Report.

Warning! If Void Scoring Codes are marked, the corresponding test will NOT be scored! Please be sure the Void Scoring Codes are marked only if you want one or more test to be voided.

To be completed by school staff only—see Room Supervisor's Manual	
ACCOMMODATIONS Mark only one.	
<input type="radio"/> 1	<input type="radio"/> 6
<input type="radio"/> 2	<input type="radio"/> 7
<input type="radio"/> 3	<input type="radio"/> 8
<input type="radio"/> 4	<input type="radio"/> 9
<input type="radio"/> 5	<input type="radio"/> 10

VSC	
<input type="radio"/> E <input type="radio"/> M <input type="radio"/> R <input type="radio"/> S	

EXPLORE® Testing Irregularity Report

Room Supervisor

Testing Room

Use this form to document any of the irregularities described on pages 7–8. Return this completed form to your school's testing supervisor. If any portion(s) of a test should be voided due to prohibited behavior, mark the appropriate scoring code on page 2 of the student's answer folder (see page 8 of this manual for instructions).

Name of Student	Explanation of Irregularity

Complete the information below and **send a copy of this report to ACT only if any of the following irregularities are reported:** 1) defective materials; 2) student challenge of a test item, or 3) mistimings that could not be corrected.

School Name

City

State

School Code

Test Date

EXPLORE® Room Supervisor Comment Form

Room Supervisor's Name (please print)

School Code

School Name

City

State

Test Date

If you have comments or suggestions concerning this manual, ACT's procedures or Customer Services, please write them below and return this form with your answer folders to your EXPLORE test supervisor. Please be as specific as possible when making suggestions for improvement. All comments are reviewed. **Do not report testing irregularities on this form. (For Testing Irregularity Report, see page 37.)**

Notes

Notes

Notes

EXPLORE® Procedures Checklist

The following checklist for administration of EXPLORE is provided for your convenience. It does not replace the administrative procedures in this manual.

Pre-Test Activities

- ☐ Announce to students the day and time of testing, the location of testing room(s), and what to bring on test day.
- ☐ Read the *Room Supervisor's Manual* carefully.

Administration

- ☐ Arrange the test room (see page 3).
- ☐ Make sure each student has at least one No. 2 pencil and a calculator with the four basic functions, plus square root function (for Test 2, Mathematics).
- ☐ Distribute test booklets by handing one to each examinee.
- ☐ Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.
- ☐ Administer tests in proper sequence.
- ☐ You and your proctors are expected to circulate in the room during the timed portion of all tests. This ensures examinees are working on the correct section of the test and marking responses in the correct section of the answer folder, and allows you to observe examinee behavior.
- ☐ Time each test exactly. Write the Start, Stop, and 5-minutes-remaining times in the manual for each test.
- ☐ Do not leave testing room unattended at any time.
- ☐ Collect answer folders first, then test booklets. Destroy used scratch paper.
- ☐ Verify counts of test materials before students are dismissed.
- ☐ Document irregularities in testing.
- ☐ Review answer folders to be sure critical fields on page 1 are gridded correctly.
- ☐ Enter Accommodation and Special Status Codes on answer folders as appropriate.

Forms and Materials

- ☐ Complete all required forms and optional forms as appropriate and return with the completed answer folders and test booklets immediately after testing to your EXPLORE test supervisor.

